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ABSTRACT

This 3-part developmental support and assessment process program workbook is based on the State of California expectations for beginning teachers. It focuses on interactions between and among beginning teachers and support providers. The workbook has three parts. Part 1, "Gathering Assessment Information: Developing a Professional Growth Plan," provides for entries on effective environments, lesson planning, instructional strategies and informal assessment techniques, optional topics, and conversation and reflection guides. It is intended that support providers take an active role in helping the beginning teacher collect the required portfolio entries, reflect on classroom practice, and self-assess the baseline data as found in Part 1. Focused assessment of these first portfolio entries will form the development of the Individualized Induction Plan, which comprises Part 2 of the workbook. This section requires thoughtful inquiry by the beginning teacher and support provider on one or more areas of teaching. It is hoped that this second phase of data collection and observation will promote sustained professional dialogue and inquiry about student learning and academic growth, with the active assistance of support providers in collection and examination of evidence or data. Data collected during this second phase will be examined according to standard-specific scoring guides for evidence of growth. In Part 3, beginning teachers and support providers examine the entire portfolio collection for evidence of growth across the year and for planning the next year's professional growth activities. (NAV)

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# Beginning Teacher Portfolio

## Support Provider Document

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Far West Laboratory for Educational Research and Development

# Far West Laboratory

# BEGINNING TEACHER PORTFOLIO

## BEGINNING TEACHER SUPPORT AND ASSESSMENT PROGRAM


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# Far West Laboratory
# Portfolio Action Research about Teaching

## Overview of Model

Beginning teachers and their support providers will utilize a three-part developmental support and assessment process based on the statewide expectations for beginning teachers' outlined in *Beginning Teaching in California: Expectations for Teacher Development* (August, 1995). The first part, the collection of required entries, will focus interactions between and among beginning teachers and support providers throughout the fall. Support providers and beginning teachers will have opportunities to examine selected entries, which include a classroom observation, against performance descriptors in order to build a shared understanding and language about standards for exemplary teaching practices, and assessment of evidence toward these standards. Support providers will take an active role in helping the beginning teachers collect the required portfolio entries, reflect on classroom practice, and self-assess this base-line data. Focused assessment of these first portfolio entries will inform the development of the Individual Induction Plan (Action Plan/Growth).

The examination of evidence and the I I P will lead to part 2 of support and assessment, a thoughtful inquiry by beginning teacher and support provider about one or more areas of teaching. This second phase of collection and observation is intended to promote sustained professional dialog and inquiry about student learning and academic growth. Support providers will actively assist beginning teachers in the collection and examination of evidence or data. Data collected during the second phase will be examined by standard-specific scoring guides for evidence of growth.

In part 3 of the system, beginning teachers and support providers will examine the entire portfolio collection for evidence of growth across the year and for planning next year's professional growth activities, using a portfolio rubric designed to assess the beginning teacher's development as a professional educator. Individual BTSA programs may also hold end-of-year celebrations to share findings about action research, particularly about strategies and techniques that increase learning opportunities for all students. The three part system will offer teachers an opportunity to learn how to use assessment information to benefit students, to grow professionally, and to engage in action research about the practice of teaching.


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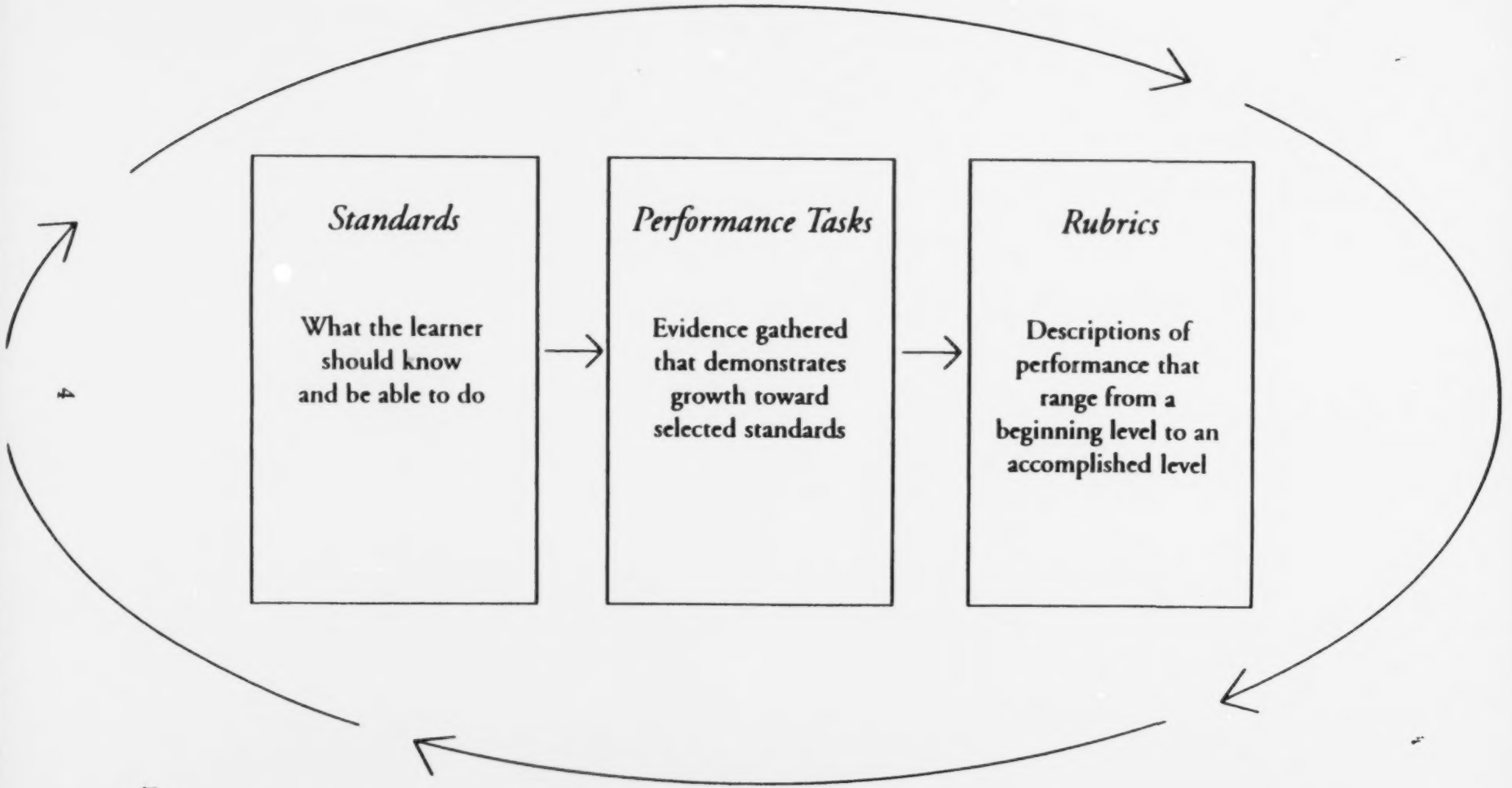
# FWL Assessment Cycle


Standards
What the learner should know and be able to do
Performance Tasks
Evidence gathered that demonstrates growth toward selected standards
Rubrics
Descriptions of performance that range from a beginning level to an accomplished level





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# PART I
## Gathering Assessment Information: Developing a Professional Growth Plan

### Entry 1. Effective Environments

Support Provider observes in beginning teacher's classroom and conferences about effective classroom procedures and actively engaging students in learning activities.

- Reflection
- Planning

Standard 1. Teachers will create and maintain an environment for student learning.

### Entry 2. Lesson Planning

Teachers plan, teach and analyze a lesson series that utilizes students' knowledge and experience.

- Reflection
- Planning

Standard 3. Teachers will plan instruction and design learning experiences for all students.

### Entry 3. Powerful Learning

Based on the selection of 3 students who represent a range of achievement in one subject area, the beginning teacher develops, uses, and evaluates the effectiveness of at least one instructional strategy, and one linked informal assessment technique.

- Reflection
- Planning

Standard 4. Teachers will engage all students in powerful learning.

### Optional Pieces

**Beginning teacher and support provider may add to portfolios to provide evidence of further growth in one or more standards**

Examples:
Support Provider anecdotal notes; video in real time with accompanying reflection; Description of a professional development activity and its use in the classroom; observation of another teacher with a reflection

### Formative Assessment with Support Provider

Conversation guides, reflections


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# Portfolios

## PART II
## Action Research and Your Professional Growth Plan

Based on Part I evidence, teachers develop an action research question and collect evidence to demonstrate growth in selected area.

- **PGP - Part II**
  Extended Professional Growth Plan based on assessment information from Part I.
- **Action Research About Teaching**
  Implementation of PGP-Part II through the investigation of an action research question about teaching and the collection of evidence about your professional development.

### Formative Assessment of Part II

Conversation guides, analysis of practice, and findings about benefits to students.

## PART III
## Assessing and Planning for Your Continued Professional Development

Beginning teacher and support provider examine portfolio using professional educator rubric

- Self Assessment
- Portfolio Conference
- Planning for the Future

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PORTFOLIO ACTION RESEARCH ABOUT TEACHING


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# *Teaching Domains*

## DOMAIN 1

**Teachers Will Create & Maintain an Effective Environment for Student Learning.**

The teacher creates and maintains a smoothly functioning, safe learning environment in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, are treated fairly and respectfully, and engage in purposeful learning activities. Student expectations for behavior are clearly established, understood, and consistently maintained. The physical environment and the arrangements within that environment support positive social interactions and facilitate equitable engagement of students in productive tasks.

## DOMAIN 2

**Teachers Will Understand & Organize Knowledge for Student Learning.**

The teacher exhibits strong working knowledge of subject matter content to be taught, the range of resources available for making content accessible, and is able to use that knowledge to construct meaningful learning activities, products, and long-term projects for all students. Students understand the central themes and concepts within a content area and are able to apply those learnings to other content areas in authentic ways.

## DOMAIN 3

**Teachers Will Plan Instruction & Design Learning Experiences for All Students.**

The teacher plans instruction based upon knowledge of subject matter, students, and community. The richness of student diversities is reflected in the planning process. Challenging but realistic goals are established for all students, and instructional plans are designed to help students reach those goals.

## DOMAIN 4

**Teachers Will Engage All Students in Powerful Learning.**

The teacher builds on knowledge of students, subject matter, teaching and learning to enact effective and powerful learning opportunities that engage all students. A variety of teaching strategies and approaches are used so that all students understand and adapt learning goals as their own. Students become self-directed and are able to demonstrate what has been learned in meaningful and authentic ways.

## DOMAIN 5

**Teachers Will Assess Student Learning.**

The teacher establishes and clearly communicates performance expectations and collects information about student performance from a variety of sources. The teacher shares that information with students, parents, and support personnel in ways that improve understanding, foster continued growth and development. The teacher adjusts instruction based on ongoing assessments to ensure that learning opportunities for students are enhanced and that personal learning is facilitated.

## DOMAIN 6

**Teachers Will Develop as Professionals to Improve Teaching & Learning.**

The teacher reflects on his/her professional development while interacting in a wider learning environment with students, other educators, parents, and community members. The teacher recognizes his/her own responsibilities to a broader professional community and seeks to learn from and contribute to that community to improve teaching and learning for all students.

NOTE: Domains are based on the Draft Framework of expectations for Beginning Teachers in California developed by CTC/CDE and the BTSA program. These domains are under revision. A final version is expected in May 1996.


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# PART I
# Portfolio Entries

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# PORTFOLIO DEMOGRAPHICS

## Community, School, and Classroom Culture

Date:_____

Beginning Teacher:_____

District:_____

My School Name:_____

_____

Number of Students in my School:_____

Languages and Cultures Represented in my School:_____

_____

My Classroom/Grade(s):_____

Number of Students in my Class (or Target Class):_____

Languages and Cultures Represented in my Class:_____

_____

_____

_____

_____

What is the culture of my school? (Think about the students, the teachers, the administration, the school environment, attitudes, safety, diversity, school goals or visions, partnerships with parents.)

What is the culture of my classroom?

CLASS PICTURE



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# PORTFOLIO DEMOGRAPHICS

## Community, School, and Classroom Culture

Date:_____

Support Provider:_____

District:_____

My School Name:_____

_____

Number of Students in my School:_____

Languages and Cultures Represented in my School:_____

_____

My Classroom/Grade(s):_____

Number of Students in my Class (or Target Class):_____

Languages and Cultures Represented in my Class:_____

_____

_____

_____

_____

What is the culture of my school? (Think about the students, the teachers, the administration, the school environment, attitudes, safety, diversity, school goals or visions, partnerships with parents.)

What is the culture of my classroom?

CLASS PICTURE



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# PORTFOLIO ENTRY 1
# EFFECTIVE ENVIRONMENT FOR THE STUDENT
## Formative Classroom Observation
*Teacher Will Create and Maintain an Environment for Student Learning*

### PURPOSE

You and your support provider will work together to develop strategies to organize and manage a classroom that promotes student learning. The entry includes an observation and conferences.

### GETTING STARTED

Meet with your support provider to discuss strategies for creating a positive learning environment.

### DISCUSSION QUESTIONS:

- What are possible strategies for organizing an environment that promotes learning?
- What procedures and routines encourage student participation and responsibility?

### PRECONFERENCE /OBSERVATION

Your support provider will arrange a preconference. In the preconference, you and your support provider will select one or two subdomains from Domain 1 for the focus of the observation.

- What strategies will you be using that you'd like specific feedback about?
- What instructional goals do you have for the lesson being observed?

### POSTCONFERENCE

Your support provider will arrange a postconference. The support provider will share their observation notes and help you enter the information in your portfolio. Respond to one of the following questions and put your reflection in your portfolio.

- In what ways did the environment promote a climate of fairness and respect?
- Were the goals for the observation and instruction met effectively?

### REFLECTION QUESTIONS:

1. What have you learned about classroom organization and management?
2. What management strategies will you develop further?
3. In what areas would you like further support?

### PORTFOLIO CHECKLIST:

- Preconference record
- Observation synthesis
- Postconference record
- Conversation Guide 1 with self-assessment and reflection

### OPTIONS:

Support provider's notes
Additional pieces of evidence about the lessons(s)


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| 7 Support Provider Steps | Target Dates | Notes |
|---|---|---|
| **1.**<br>**Prepare for Portfolio Entry 1**<br>• Read Domain 1<br>• Read Portfolio Entry 1<br>• Read Conversation Guide 1 | | |
| **2.**<br>**Meet with Beginning Teacher**<br>• Discuss Entry 1<br>• Review Conversation Guide 1<br>• Set date for Observation<br>• Take notes of meeting for BT | | |
| **3.**<br>**Support Beginning Teacher**<br>• Observe BT informally<br>• Share strategies<br>• Share resources<br>• Co-teach with BT<br>• Invite BT to observe you | | |
| **4.**<br>**Conduct Preconference and Observation**<br>• Target subdomains<br>• Discuss learning goal<br>• Script<br>• Synthesize Observation Data | | |
| **5.**<br>**Conduct Postconference**<br>• Discuss reflection questions | | |
| **6.**<br>**Conversation Guide Self-Assessment**<br>• Discuss Entry 1 evidence with BT using Conversation Guide 1<br>• Write reflective entry with BT | | |
| **7.**<br>**Complete Portfolio Entry 1**<br>*Assist BT to put evidence in portfolio:*<br>• Meeting notes (if relevant)<br>• Pre-conference Record<br>• Observation Synthesis<br>• Post-conference Record<br>• Reflection Question<br>• Other Evidence (optional) | | |


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**Teacher Portfolio Observation Tool**

*Portfolio Entry 1: Effective Environments for All Students*

## INTRODUCTION

The purpose of this tool is to assess the effectiveness of observed classroom practices in relation to the following goals: 1) the beginning teacher's goals for the observation, based on Domain 1, creating effective environments for all students; 2) the learning goals established for students.

The observation tool is organized by the subdomains that define Domain 1. The tool includes the following documents:

- Preconference Record
- Observation Script Worksheet
- Observation Synthesis Worksheet
- Postconference Record

The four observation tool documents become evidence for the beginning teachers Portfolio Entry 1. The beginning teacher and the support provider work together to develop classroom practices that support the expectations outlined in the subdomains. Prior to the scheduled observation, the beginning teacher and the observer meet to discuss goals and areas of focus. Feedback about the observation is shared with the beginning teacher. The preconference, observation, and postconference take place within one week. Later, once the beginning teacher has time to reflect on the experience, the support provider guides the teacher in completing a self assessment and reflective writing based on Conversation Guide 1.

Read the Portfolio Entry 1 description sheet and the Observation Guide before using this tool. This tool is intended for teachers that have participated in the BTSA/FWL Teacher Portfolio training series.



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| 8 Observation Steps | Target Dates | Notes |
|---|---|---|
| 1.<br>**Preconference**<br>• With beginning teacher, select subdomains to be observed<br>• Record choices on preconference sheet | | |
| 2.<br>**Write BT's goals for observation**<br>Record on preconference sheet | | |
| 3.<br>**Write BT's goals for student learning**<br>Record on preconference sheet | | |
| 4.<br>**Conduct Observation**<br>• Sketch room<br>• Sketch seating<br>• Script target subdomains | | |
| 5.<br>**Synthesize Observation Notes**<br>• Complete Synthesis worksheet | | |
| 6.<br>**Postconference**<br>• Discuss synthesized findings<br>• Encourage BT to critique their performance: see Entry 1 Guide<br>• Complete postconference sheet | | |
| 7.<br>**Conversation Guide Self-Assessment**<br>• Discuss Entry 1 evidence with BT using Conversation Guide 1<br>• Write reflective entry with BT | | |
| 8.<br>**Complete Portfolio Entry 1**<br>*Assist BT to put evidence in portfolio:*<br>• Meeting notes (if relevant)<br>• Pre-conference Record<br>• Observation Synthesis<br>• Post-conference Record<br>• Reflection Question<br>• Other Evidence (optional) | | |


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# FWL TEACHER PORTFOLIO OBSERVATION
# PRECONFERENCE WORKSHEET

DATE:_____

BEGINNING TEACHER'S NAME:_____

OBSERVER'S
NAME:_____

FIRST OBSERVATION ☐ SECOND OBSERVATION ☐ THIRD OBSERVATION ☐

Please respond to the following questions:

1. Which subdomain do you want to focus on for your observation?

- ☐ Organizing the physical environment
- ☐ Planning and implementing classroom procedures and routines
- ☐ Establishing and maintaining standards for student behavior
- ☐ Using instructional time effectively
- ☐ Establishing a climate that promotes fairness and respect
- ☐ Promoting social development and group responsibility

2. What strategies will you be using that you would like specific feedback about?

_____

_____

_____

_____

3. What instructional goals do you have for the lesson being observed?

_____

_____

_____

_____

4. What are your student learning goals?

_____

_____

_____

_____


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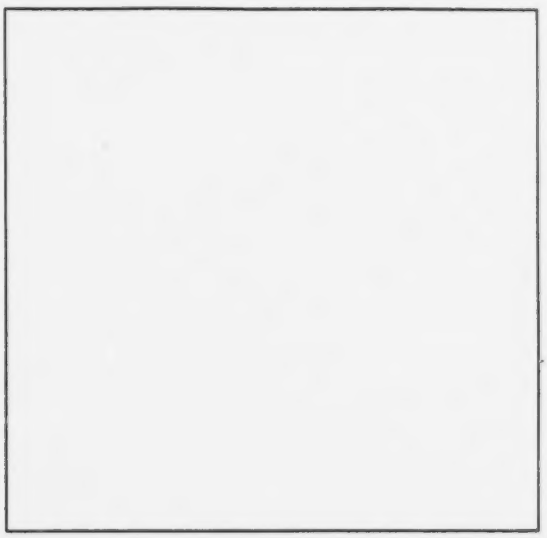
# FWL TEACHER PORTFOLIO OBSERVATION SCRIPT WORKSHEET

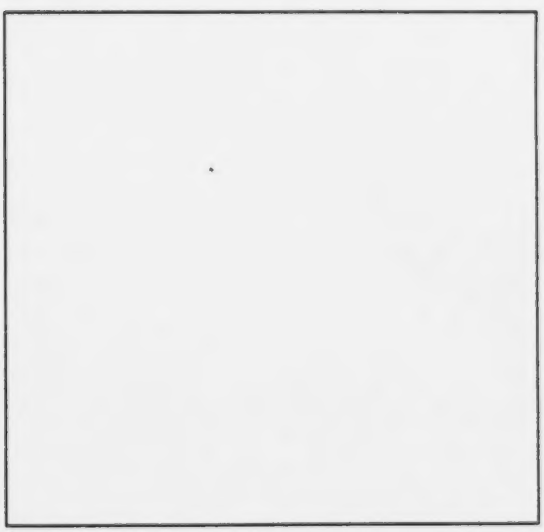
## Domain 1: Create and Maintain an Effective Environment for Student Learning

Directions: Act as a human video camera and script the lesson. After you complete the observation, you will synthesize your notes to focus on the beginning teacher's target subdomains.

Sketch room arrangement
Notes:



Sketch seating arrangement
Notes:

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| Observation Script | Time |
| --- | --- |
| | |
| **Priority Notes** | |



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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

## Subdomain 1: Organizing the physical environment

Directions: Read your observation script, synthesize the information, and respond to the following questions:

1. How does the physical classroom space and environment reflect and encourage student learning?

2. How does the room arrangement facilitate classroom interactions?

Sketch Room

3. How is classroom seating arranged and adapted to accommodate individual and group learning needs?

Sketch Seating

4. How is access to materials, technology, and resources managed to facilitate learning?

5. How is the classroom environment made safe and supportive for all students?


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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

**Subdomain 2: Planning and implementing classroom procedures and routines**

Directions: Read your observation script, synthesize the information, and respond to the following questions:

1. How do students participate in the development of classroom procedures and outlines? What choices and options are they given?

2. How are classroom rules used to support students in assuming responsibility for themselves and one another?

3. How do students learn classroom procedures and routines?

4. How are procedures and rules modified or adjusted?


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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

## Subdomain 3: Establishing and maintaining standards for student behavior

Directions: Read your observation script, synthesize the information, and respond to the following questions:

1. How are realistic standards of behavior maintained?

2. What interventions were used when student behavior did not meet classroom standards?

3. How do students participate in classroom decision-making?


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4. How do students solve problems and resolve conflicts?

5. How do students demonstrate responsibility for their own behavior?

6. How is self responsibility fostered and encouraged?


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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

## Subdomain 4 : Using instructional time effectively

Directions: Read your observation, synthesize the information, and respond to the following questions:

1. How is available instructional time used?

2. How are non-instructional tasks managed?

3. How do students make transitions between instructional activities?



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4. How is instructional time paced and adjusted so that students remain engaged?

5. Is adequate time devoted to expected curricular activities?

6. What adjustments are made when plans fail to achieve the desired results?

7. How is time provided for students' reflection?


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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

## Subdomain 5: Establishing a climate that promotes fairness and respect

Directions: Read your observation, synthesize the information, respond to the following questions:

1. How is fair treatment of students modeled and promoted in the classroom?

2. How are culturally sensitive issues of diversity handled in the classroom?

3. How are student achievements and contributions encouraged, supported, and recognized?

4. How are inappropriate student behaviors handled?


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# FWL TEACHER PORTFOLIO
# OBSERVATION SYNTHESIS WORKSHEET

## Subdomain 6: Promoting social development and group responsibility

Directions: Read your observation, synthesize the information, and respond to the following questions:

1. How are grouping strategies used to promote social development and student learning?

2. What opportunities do students have to communicate and work with one another?

How are students encouraged to demonstrate tolerance for different experiences, ideas, backgrounds, and points of view?

How are the leadership skills of all students encouraged and fostered?


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# FWL TEACHER PORTFOLIO
# SHORT OBSERVATION TOOL

## DOMAIN 1: CREATE AND MAINTAIN AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

**Sub-Domains:**

1. **Organizing the physical environment**

- Physical classroom space and environment
- Classroom interactions
- Seating for individuals and groups
- Student access to materials, technology, and resources
- Safety and support

2. **Planning and implementing classroom procedures and routines**

- Daily schedule, timelines, routines, and rules
- Student participation in procedures, routines
- Supporting student responsibility
- Adjusting procedures/rules

3. **Establishing and maintaining standards for student behavior**

- Maintaining standards of behavior
- Understanding student behavior
- Intervention
- Classroom decision making
- Problem resolution
- Student responsibility for behavior


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**Using instructional time effectively**

- Management of instructional tasks
- Management of non-instructional tasks
- Transition
- Pacing/adjusting instructional time
- Delivering curriculum
- Student reflection

**5. Establishing a climate that promotes fairness and respect**

- Modeling fair treatment
- Cultural sensitivity
- Supporting diversity
- Recognizing achievement/contributions
- Response to inappropriate behavior

**Promoting social development and group responsibility**

- Grouping strategies
- Communication
- Supporting/modeling tolerance
- Encouraging leadership skills

**Plan for Support:**


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## FWL TEACHER PORTFOLIO OBSERVATION
## POSTCONFERENCE SHEET

**GENERAL POSTCONFERENCE QUESTIONS FOR SUPPORT PROVIDER/BEGINNING TEACHER:**

- Were the instructional goals met?
- Were the student goals met?
- Are there areas of strength?
- Are there areas for support?

**For Beginning Teacher:**

After I taught the lesson I felt:

**For Observer:**

After I observed the lesson I felt:

**Together we will:**


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# Conversation Guide: Effective Environment for All Learners

## Standard 1: Teachers will create and maintain an environment for student learning

| DEVELOPING | MATURING | ACCOMPLISHED |
|---|---|---|
| Classroom organization attempts to engage students in active learning | Classroom activities and arrangements engage all students in active learning and inquiry | All students participate in active learning and inquiry through a variety of activities and learning environments |
| Established classroom procedures and routines contribute to a climate of fairness and participation | Classroom procedures and routines promote equity, fairness and learning for all students | Classroom procedures and routines establish and maintain equitable participation and learning for all students |
| Classroom organization fosters learning and social growth | Classroom organization encourages opportunities for all students to develop as learners and as members of the classroom community | Through the activities and procedures that make up the learning environment, students grow as learners and as members of their classroom, school and home communities |
| Standards for student behavior are established | Standards for student behavior are clearly posted or understood and students follow them | Standards for student behavior are created by the community of learners and the community governs itself |
| Instructional time is managed to support learning goals | Instructional time is effectively and creatively used to promote student learning | Instructional time is used as strategy to increase student learning and promote a productive and positive environment |



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# PORTFOLIO ENTRY 2
## Lesson Planning
*Teacher Will Plan Instruction and Design Learning Experiences for All Students*

### PURPOSE
You and your support provider will work together to develop to plan, teach, and evaluate a series of lessons. This entry is designed to help you:

- establish and articulate goals for student learning
- demonstrate understanding of students' developmental learning needs
- use knowledge of students' background and experience to plan instruction
- value and draw upon student diversity in planning instruction
- develop and sequence instructional activities and materials for student learning
- modify instructional plans to adjust for student needs

### GETTING STARTED

Begin this portfolio entry by discussing lesson planning strategies with your support provider. Talk about strategies for designing lessons that promote academic learning and engage student's experience and backgrounds.

### DISCUSSION QUESTIONS:

- What are the experiences and backgrounds of your students?
- What are your students' development needs?
- How might you develop and sequence lessons to support diverse learners?

### LESSON PLANNING

After several weeks of teaching, select a series of lessons to focus on more closely. As you teach, observe how students participate in activities and how the lesson unfolds. As a way to reflect on the series, choose several pieces of student work representing a range of responses to the lesson. Examine students' work in relation to your goals for instruction.

- What do you learn about your lesson planning from looking at students' work?
- Were all of your students able to participate?
- Were the goals of your lesson series met?

### REFLECTION QUESTIONS:

1. What have you learned about lesson planning?
2. How effectively did the lesson make connections to students' prior knowledge and experience?
3. How will you use what you have learned in the future?

### PORTFOLIO CHECKLIST:
- ☐ Copy of your lesson plan book or short description of the lesson(s)
- ☐ Student work
- ☐ Conversation Guide 2 with self-assessment and reflection

### OPTIONS:
Support provider's notes
Video of lesson with annotation
Assessment of lesson with annotation


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| 7 Support Provider Steps | Target Dates | Notes |
|---|---|---|
| 1.<br>**Prepare for Portfolio Entry 2**<br>• Read Domain 3<br>• Read Portfolio Entry 2<br>• Read Conversation Guide 2 | | |
| 2.<br>**Meet with Beginning Teacher**<br>• Discuss Entry 2<br>• Review Conversation Guide 2<br>• Take notes of meeting for BT | | |
| 3.<br>**Support Beginning Teacher**<br>• Share lesson planning resources<br>• Share lesson planning strategies<br>• Share your own lesson plans<br>• Co-teach lesson series with BT<br>• Invite BT to observe you teach a series of lessons | | |
| 4.<br>**Assist BT to Develop Lesson Series**<br>• Choose content area<br>• Determine sequence of series<br>• Determine connections to past and future learning<br>• Remind BT to collect or Xerox student work from series for entry | | |
| 5.<br>**Assist BT to Assess Lesson Series**<br>• Examine student work together<br>• Discuss how to revise lesson series<br>• Encourage BT to organize entry pieces | | |
| 6.<br>**Conversation Guide Self-Assessment**<br>• Discuss Entry 2 evidence with BT using Conversation Guide 2<br>• BT writes reflective entry | | |
| 7.<br>**Complete Portfolio Entry 2**<br>*Remind BT to put evidence in portfolio:*<br>• Meeting notes (if relevant)<br>• Lesson Series description<br>• Annotated Student work<br>• Reflection Question<br>• Other Evidence (optional) | | |


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# Conversation Guide: Lesson Planning for all Students

## Standard 3: Teachers will plan instruction and design learning experiences for all students

| DEVELOPING | MATURING | ACCOMPLISHED |
|---|---|---|
| Learning goals are stated in the lesson | Learning goals for lessons are developmentally appropriate and include connections to students experiences and backgrounds | Developmentally appropriate learning goals connect rigorous academic learning with experience and background of students |
| Lessons include some activities that encourage students to make connections to their own experiences and backgrounds | Lessons include several clear activities that support students to make connections to their own experiences and backgrounds | Lessons consistently make meaningful connections to students' experiences and backgrounds and increase student learning |
| Lessons begin to address student diversity | Lessons clearly and appropriately support student diversity | Lessons celebrate and build student awareness to support student diversity |
| Lessons are logically sequenced | Lessons are logically sequenced and clearly support learning goals | Lessons are logically sequenced, build to support learning, and result in powerful student learning |
| Reflection leads to an awareness that lessons need modification | Reflection leads to insights about how to modify lessons, curriculum and assessment to support the needs of all students | Reflection leads to fluent and immediate lesson modification, curriculum improvement and/or assessment changes to meet the needs of all students |



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# PORTFOLIO ENTRY 3
## Powerful Learning
*Teacher Will Engage All Students in Powerful Learning*

### PURPOSE
You and your support provider will work together to develop, use, and evaluate an instructional strategy that meets the needs of diverse learners. This entry is designed to help you:

- make learning goals and instructional procedures clear to all students
- make content and processes comprehensible and meaningful to all students
- identify and address multiple backgrounds of all learners
- encourage students to extend their thinking
- foster self-directed learning
- guide and coach students toward powerful experiences

### GETTING STARTED

Meet with your support provider to discuss instructional strategies and how to conduct informal assessment. Your support provider will share ideas and provide resources.

### DISCUSSION QUESTIONS WITH SUPPORT PROVIDER:

- How do I know that learning goals and instructional procedures are clear to all students?
- How do I know that content and processes are comprehensible and meaningful to all students?

### INSTRUCTIONAL STRATEGY IMPLEMENTATION

Choose an instructional strategy that you want to learn how to use effectively. Choose an appropriate class and/or content area. Select 3 target students who achieve at different levels or in different ways. Develop an informal assessment strategy. Conduct class. Collect target student work and with your support provider examine the effectiveness of the instructional strategy.

- How can I teach in a way that addresses multiple backgrounds (linguistic, cultural, academic, developmental) of all learners?
- How do I use informal assessment to examine my teaching practice?

### REFLECTION QUESTIONS

1. What have you learned about developing instructional strategies and their effectiveness in your classroom?
2. How can you encourage self-directed learning and extended thinking so that all your students benefit?
3. How will you use what you have learned in the future?

### PORTFOLIO CHECKLIST:

- ☐ Description of instructional strategy and informal assessment
- ☐ Annotated student work and assessment for 3 target students
- ☐ Conversation Guide 3 with self-assessment and reflection

### OPTIONS:

Support provider's notes
Assessment tools with annotation


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| 7 Support Provider Steps | Target Dates | Notes |
|---|---|---|
| 1.<br>**Prepare for Portfolio Entry 3**<br>• Read Domain 4<br>• Read Entry and Conversation Guide 3 | | |
| 2.<br>**Meet with Beginning Teacher**<br>• Discuss Entry and Conversation Guide 3<br>• BT takes notes of meeting | | |
| 3.<br>**Support Beginning Teacher**<br>• Share instructional strategies<br>• Share assessment strategies, tasks<br>• Invite BT to observe you using instructional strategies<br>• Informal observation of BT | | |
| 4.<br>**Assist BT to Develop Instructional Strategies and Linked Assessment**<br>• Choose content area<br>• Choose instructional strategy<br>• Determine how to assess impact of strategy<br>• Help BT implement instructional strategy and assessment<br>• Remind BT to collect or Xerox work and/or assessment of 3 target students | | |
| 5.<br>**Assist BT to Assess Instructional Strategy**<br>• Examine the 3 target student's work together<br>• Discuss impact of instructional strategy<br>• Encourage BT to organize entry pieces | | |
| 6.<br>**Conversation Guide Self-Assessment**<br>• Discuss Entry 3 evidence with BT using Conversation Guide 3<br>• BT writes reflective entry | | |
| 7.<br>**Complete Portfolio Entry 3**<br>*Remind BT to put evidence in portfolio:*<br>• Meeting notes (if relevant)<br>• Instructional Strategy Description<br>• Annotated work of 3 target students<br>• Reflection Question<br>• Other Evidence (optional) | | |


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# Conversation Guide: Powerful Learning for all Students

## Standard 4: Teachers will engage all students in powerful learning

| DEVELOPING | MATURING | ACCOMPLISHED |
|---|---|---|
| Instruction accommodates a range of student performance | Instruction addresses learning needs of most students | Instruction meets the needs of all students |
| Instruction relates to goal for learning and students' attainment of content knowledge | Instruction supports students' attainment of important content knowledge and learning | Instruction clearly supports all students' attainment of challenging content knowledge and learning |
| Aspects of instruction are responsive to multiple backgrounds of students | Instruction is responsive to the academic, cultural and linguistic backgrounds of students | The academic, cultural and linguistic backgrounds of students are integrated into instruction |
| Instruction allows students to think beyond the specifics of the lesson | Instruction encourages students to extend their thinking | Instruction provides students with opportunities to make connections to other subjects, experiences, and ideas |
| Instruction includes activities that allow students to direct their learning | Instruction encourages students to direct their own learning | |



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# PART II

# Action Research and Your IIP


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# Professional Growth Plan

Date: (initial): _____
Date (revision): _____
District: _____
Teacher: _____ School: _____ Grade/Subject: _____
Support Provider: _____ School: _____ Grade/Subject: _____

## PART I - Gathering Assessment Information: Developing a PGP

| Portfolio Entries | Strategies and Activities | Outcomes | Timeline |
|---|---|---|---|
| Required Professional Development Evidence | What do my Support Provider and I need to do to support professional growth in Standards 1, 3, & 4? | How does the student benefit? | Target dates for completing Portfolio entry. |
| **Portfolio Entry 1 - Standard 1 Effective Environments**<br>• Preconference record<br>• Observation synthesis<br>• Postconference record<br>• Conversation Guide 1 with self-assessment and reflection | | | |


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## PART I - Gathering Assessment Information: Developing a PGP (continued)

| Portfolio Entries | Strategies and Activities | Outcomes | Timeline |
|---|---|---|---|
| **Portfolio Entry 2 - Standard 3**<br>**Lesson Planning**<br>• Copy of your lesson plan book or **short** description of the lesson(s)<br>• Student work<br>• Conversation Guide with self-assessment and reflection | | | |
| **Portfolio Entry 3 - Standard 4**<br>**Powerful Learning**<br>• Description of instructional strategy and informal assessment<br>• Annotated student work and assessment for 3 target students<br>• Conversation Guide 3 with self-assessment and reflection | | | |

**Optional (Additional Evidence) Portfolio Entries:**

## PART II ASSESSMENT SUMMARY SHEET

**Directions: Read your portfolio evidence from PART I and note all additional evidence. Use the Conversation Guides to reflect on your growth in the three domains. Complete the summary sheet questions for domain areas.**

| **Domain 1**<br>Teachers will create and maintain an effective environment for student learning | **Domain 3**<br>Teachers will plan instruction and design learning experiences for all students | **Domain 4**<br>Teachers will engage all students in Powerful Learning |
|---|---|---|
| **Evidence**<br>• **Portfolio Entry 1: Effective Environment** | **Evidence**<br>• **Portfolio Entry 2 : Lesson Planning** | **Evidence**<br>• **Portfolio Entry 3: Powerful Learning** |
| **Additional Evidence** | **Additional Evidence** | **Additional Evidence** |
| 1. What have I learned about myself?<br><br>2. How have I grown?<br><br>3. Target areas for further support | 1. What have I learned about myself?<br><br>2. How have I grown?<br><br>3. Target areas for further support: | 1. What have I learned about myself?<br><br>2. How have I grown?<br><br>3. Target areas for further support: |



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# FWL Teacher Portfolio Action Plan Worksheet

**Quick Write**:
With your support provider review your Part I evidence and brainstorm what area of teaching you would like to focus on in Part II of the portfolio process. Use the Part I Summary Worksheet and your classroom experiences to help you choose a target area. Sketch out your ideas in the space below.

## Developing your Action Research Question

Determine which part of your brainstorm sketch is most important to the students in your classroom and to your practice. Prioritize your thoughts below according to the six teaching Domains.

1.
2.
3.

Choose one area, based on the Domains, to focus on in Part II.

1.

Why is this area important to you and your students?

What do you need to **do** to investigate this area?

## Writing an Action Research Question

Turn your brainstorming notes into a question that focuses on **one** domain area of teaching. The question will be meaningful to your classroom and relevant to your development as a teacher. The question needs to be broad so that you can spend several months thinking, learning, and growing in the area as a professional. Write your question below.

## Support for Action Research

Plan with your support provider how you will investigate your question and what kinds of support you will need to feel successful. Take notes below as you discuss your action research question and how you will work together to accomplish Part II of the teacher portfolio.



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Date (initial):_____

Date (revision):_____

Teacher:_____School:_____Grade/Subject:_____

Support Provider:_____School:_____Grade/Subject:_____

| **Portfolio Action Research Question:** |
|---|
| |

| **Strategies and Activities**<br>What do I need to do to address my question(s)? | **Outcomes**<br>How will what I do benefit my students? | **Portfolio Evidence**<br>**What will be included in my portfolio to indicate reaching the outcome(s)?** | **Target Timeline** |
|---|---|---|---|
| | | | |



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| **Strategies and Activities**<br>What do I need to do to address my question(s)? | **Outcomes**<br>How will what I do benefit my students? | **Portfolio Evidence**<br>**What will be included in my portfolio to indicate reaching the outcome(s)?** | **Target Timeline** |
|---|---|---|---|
| | | | |



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# PART III

# Assessing and Planning for Professional Development



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# Portfolio Rubric: Developing as a Professional

| DEVELOPING | MATURING | ACCOMPLISHED |
|---|---|---|
| Portfolio provides evidence that the beginning teacher grew professionally, such as reflection about specific lessons, evidence of participating in professional growth activities related to professional growth goals | Portfolio provides clear evidence that the beginning teacher grew professionally, such as reflection about professional successes and challenges and planning for the future, utilization of professional development within the classroom, application of curriculum, instruction and assessment strategies to meet the needs of all students, and increased subject matter knowledge | Portfolio provides substantial evidence that the beginning teacher grew professionally and contributed to the profession , such as reflection across evidence leading to new understanding and improved practices; effective transfer of learning from one professional setting to another; learning from students, and community members, contributing or applying knowledge and understanding about teacher in ways that benefit students, communities and the profession |
| Reflection about teaching and learning describes classroom events and teacher and student behaviors | Reflection about teaching and learning provides clear evidence of understanding about professional practices such as alignment of curriculum, instruction, assessment to support powerful learning for all students | Reflection about teaching and earning provides substantial evidence of analysis of practice, such as interconnections between curriculum, instruction , assessment and student learning, evaluation of theory and its application to practice |
| Portfolio provides evidence of family or community presence in the classroom | Portfolio provides clear evidence of involving families and community members in student learning | Portfolio provides substantial evidence of involving families and community members as colleagues in student learning |
| Portfolio provides evidence of involvement in whole school activities | Portfolio provides clear evidence about beginning teacher's involvement in the school in a variety of ways | Portfolio provides substantial evidence of beginning teachers involvement in the school in ways that demonstrate ongoing contributions to making the school a productive learning environment |

Comments:



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